**Unit 1: Philosophical Elements~ Performance Task**

**Ethics and Law**

**Task Overview:**

**G-** Students will provide a social contract for current and future LSA students, staff and faculty to live by based on philosophies from Socrates, Plato, Confucius, Sophocles, Aristotle, Christian virtues and/or John Locke.

**R-** Students will act as leaders for those currently in LSA as well as those who will follow in their footsteps.

1. All current faculty, administration, and students in the LSA as well as future students accepted in to the program.

**S-** The current rules and standards for LSA are not working. Now is your chance to have a say. Using an element of each philosophy studied in class you will compose a social contract that all members of LSA can follow and use as a guide.

**P-** A five page minimum social contract for both current and future LSA students, faculty, and administration.

**S-** checklist and rubric

**Students will use their textbook binder, all notes and their knowledge and understanding of Socrates, Sophocles, Aristotle, Confucius, Plato, Christian virtues, and John Locke to compose a 5 page minimum social contract for both current and future LSA students, faculty and administration.**

**The paper should include an element of each philosopher studied and an explanation of why it is an integral part of their social contract.**

**Students will use two days in the library (February 11 and 13) to increase their understanding of the philosophers that we have been discussing in class. Use the provided graphic organizer to help you make sure that each source has a citation and that all information for the philosophers of your choice is in one location.**

Your contract should begin as follows:

I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,a member of the Legal Studies Academy at First Colonial High School hereby propose the following philosophical elements adopted from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(Pick 2 or 3 philosophers’ theories to model your social contract after.) I commit as a member of the Legal Studies Academy at First Colonial High School to be a responsible participant in the execution of this social contract and doing what it takes to help my fellow students, my teachers, and the administration of the Legal Studies Academy to create a learning environment where everyone views themselves as a productive, valuable member of the Legal Studies Academy society.

**You then need to continue with what we need to have in place in order for all students to feel valued and be productive members in our society. YOU MUST CITE ALL SOURCES THAT YOU USE IN APA FORMAT.**

**At the end of the contract, you must sign and date it.**

**On Wednesday, February 20 and Friday, February 22 during class you will present this social contract to a panel of judges. Your presentation should be no more than 3 minutes. Please share the MAJOR elements of the contracts making sure to highlight elements that will ensure success for all members of our Legal Studies Academy society. You MUST be professionally dressed on the day that you present! No EXCUSES! We will meet in the courtroom both days.**

**\*\*\*\*Your 5 page paper is due on Wednesday, February 20 at the beginning of the block regardless of what day you will be presenting.**

Students’ Responsibilities and Consequences

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| --- | --- | --- |
| Ideas/Philosophy | Source | APA citation |
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Continue notes on your own paper if necessary and attach that paper to this one and make sure to hand them in with your paper.

Faculty’s Responsibilities and Consequences

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| --- | --- | --- |
| Ideas/Philosophy | Source | APA citation |
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Continue notes on your own paper if necessary and attach that paper to this one and make sure to hand them in with your paper.

Administration’s Responsibilities and Consequences

|  |  |  |
| --- | --- | --- |
| Ideas/Philosophy | Source | APA citation |
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Continue notes on your own paper if necessary and attach that paper to this one and make sure to hand them in with your paper.

* Checklist

\_\_\_\_\_\_\_\_ 2 or 3 philosophers used

\_\_\_\_\_\_\_\_ all sources cited internally and externally using APA format

\_\_\_\_\_\_\_\_ at LEAST 5 pages in length

\_\_\_\_\_\_\_\_ Presentation is prepared and is 3 minutes or less (Please time this out.)

Rubric

**Performance Task Assessment Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **4** | **3** | **2** | **1** |
| **Information/Content** | Student completes all required elements and communicates the information clearly. Demonstrates in-depth understanding of relevant concepts. Exceptional supporting facts and examples are present. Student offers interpretations or extensions. | Student completes almost all required elements and information is communicated reasonably clearly. Demonstrates understanding of major concepts, but may over look or misunderstand less important ideas or details. Some supporting facts and examples are present. | Student completes some required elements, but omits others completely. The information is communicated somewhat clearly, but may be garbled or hard to understand. Some understanding of major concepts. Few supporting facts and examples are present. | Student completes few required elements and information lacks relevance, quality, and/or depth. The information is not presented clearly. Student may not seem to understand the major concepts. No supporting facts and examples are present. |
| **Synthesis** | Student chooses most efficient and/or sophisticated processes to integrate information, shows analysis and draws explicit and effective conclusions. | Student shows some higher level thinking which integrate most of the information and shows some analysis. There are good connections between ideas. | Student demonstrates minimal analysis or higher level thinking. Student demonstrates gaps in his/her conceptual understanding. | Student demonstrates no analysis or higher level thinking. Major gaps in student’s understanding are easily seen. |
| **Organization** | Student uses carefully orchestrated organization that effectively presents his/her information. | Student uses logical organization that effectively presents his/her information. | Student uses basic organization to present information. | Student uses no organization. |
| **Presentation** | Student’s presentation has excellent formatting, a strong hook, and moves the audience fluidly through the presentation. Transitions are smooth and seamless.  Pictures are clear and fit extremely well with the information | Student’s presentation has very good formatting, a hook, and moves the audience through the presentation, although there might be some glitches. Transitions are usually smooth, but may be a bit jumpy in places. | Student’s presentation has some formatting, possibly a hook, but does not move the audience smoothly through the presentation; there may be several or many glitches. Transitions are not smooth, and are jumpy or disorienting. | Student’s presentation little to no formatting, no hook, and does not move the audience through the presentation; there are many glitches. Transitions are virtually nonexistent, or are totally disorienting. |
| **APA Citations** | All work is appropriately formatted in APA format; includes a References page with required number of sources; little to no errors in format. | All work is appropriately formatted in APA format; includes a Reference page with required number of sources; some noticeable errors in format. | All work is appropriately formatted in APA format and includes a Reference page with required number of sources; ongoing formatting issues detract from overall paper. | Not all work is formatted properly and is marred by inadequate use of required sources; multiple formatting errors significantly detract from overall paper. |